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ABSTRACT

The bibliography of 151 citations focuses on leadership in adapted physical activity for the mentally handicapped or otherwise disabled. The concept of leadership as used encompasses teaching techniques, group management skills, knowledge leaders need, and leadership training programs. Each citation is provided with a unique number (for ordering purposes), author information, title, source, and a brief abstract. Abstracts are arranged alphabetically by author. Books and articles cited date from 1977 to 1989. A subject index precedes the abstracts. The appendixes include an order form for copies of articles, an abstract submission form, and an order form for this volume. (DB)

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AAPA

ABSTRACTS IN ADAPTED PHYSICAL ACTIVITY

VOLUME II

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AAPA

ABSTRACTS IN ADAPTED PHYSICAL ACTIVITY

Volume II

BY

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A PROJECT FUNDED BY MANITOBA SPECIAL OLYMPICS

ACKNOWLEDGEMENTS

Thanks are expressed to the Manitoba Special Olympics Board of Directors and staff for their support and financial assistance towards the production of this document.

Manitoba Special Olympics recognizes with appreciation the financial support received from the Manitoba Sport Federation for this project.

This document would not exist were it not for the hard work and creativity of my research assistant on this project, Jeff Hunt. Thank you Jeff!

Thanks must also be expressed to my colleagues at the University of Manitoba for their valuable suggestions expressed during the production of this document.

Michael Mahon
Faculty of Physical Education
and Recreation Studies
The University of Manitoba

INTRODUCTION

In 1988, Abstracts in Adapted Physical Activity (AAPA): Volume I was developed. This annotated bibliography containes literature related to Mental Retardation and Physical Activity. The intent of the first volume of AAPA was to provide practitioners in the fields of sport, recreation and education, as well as both students and academitions within the same field easy access to the most up to date information related to the day to day challenges they face. The primary reason for developing such a document was due to a perception on the part of the author and the funding agencies for this project, that there is a tremendous amount of research literature which is being underused because it is only accessible to those individuals who are willing or able to spend time tracking it down in the libraries on campuses across Canada. The information contained within this first volume is held within a computer data base for ease of access and for future updating.

Volume I of AAPA was deemed a success by all those involved on the initial steering committee. The abstracts have been used by employees and volunteers of Manitoba Special Olympics from across Canada, as well as academics, undergraduate and graduate students from many universities across Canada. As a result of this succcess and the generous continued support from the Manitoba Special Olympics and the Manitoba Sport Federation, AAPA: Volume II was undertaken by the author. The focus of Volume II is leadership in adapted physical activity. The document tends to focus primarily on leadership related to individuals who are mentally handicapped, however it does focus on many associated disorders. The concept of leadership was used in its broadest context to encompass the areas of: teaching techniques, group management skills, information related to "the knoweledge different types of leaders require", and existing leadership training programs. The information compiled on this topic will be of interest to volunteers and professionals running community based or institutional based adapted physical activity programs, teachers within a school system, and those who are teaching in the area of adapted physical activity at a university or college level and their students.

The document is not intended to provide an exhaustive list of the research to date in the affomentioned areas. Rather, the purpose was to sift through the thousands of sources to arrive at a manageable/readable number of articles and books. Those sources selected are thought to be the most applicable to the target audience for this document. An index is provided at the beginning of the abstracts which will provide the reader with key words which can be used to search the abstracts for the information of interest to them.

Each year a new document will be produced which will either address new areas in the field of adapted physical activity, or provide an update on areas reviewed in the past. Any suggestions practitioners may have, especially relating to making the abstracts more useable are welcomed. They can be directed to:

Michael Mahon, Assistant Professor
Faculty of Physical Education and Recreation Studies
Frank Kennedy Building
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Winnipeg, Manitoba, R3T 2N2
Ph. (204) 474-8514

HOW TO USE THE ABSTRACTS

This literature file is stored on a Macintosh SE computer. The software which was utilized to create the data base was REFLEX PLUS. The abstracts which have been compiled are useful for two major purposes. The first is for individuals who are looking for quick references for such things as presentations. In this instance simply having a copy of this document may suffice in terms of referencing. The second use of this literature file, and probably its greatest use relates to those individuals who would like to obtain copies of the articles described within this document. Practitioners who would like to remain up to date with current literature are faced with two major stumbling blocks; 1. Sifting through the vast amount of literature available (this document solves this first problem). 2. Actually getting their hands on the article, which usually requires a trip to the closest University. This second problem can be solved by this literature file as well.

Individuals interested in a getting particular article(s) can do so by simply following the directions on the order form in appendix A. For a nominal fee Manitoba Special Olympics will send a copy(s) of a particular article(s) via mail to any interested individuals. Each abstract has been given a specific number so as to make ordering the article very easy.

The abstracts within this document are all organized in the same format pictured below.

Author	Title of the article.
Title	The author or authors who have written the article.
Source	The journal, book, or related document that the information appears in.
Abstract	An abstract which gives a brief description of the relevant information presented in the article.

Practitioners and academics can assist in ensuring this literature file remains up to date and practical by sending in articles/books/reports they have come across and find particularly interesting. This can be done by either sending in the document itself or by sending in an abstract form which can be found in Appendix B. It is hoped that this process will ensure that this document continues to serve those it is intended to, people working in the field.

ABSTRACTS

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ABSTRACTS

1.

Author: Anderson, S. C.; Allen, L. R.

Title: Effects of a leisure education program on activity involvement and social activity on mentally retarded persons.

Source: Adapted Physical Activity Quarterly; (1985) 2(2), 107-116.

Abstract: Investigated a nine week leisure education program designed to increase activity involvement and social interaction of institutionalized mentally retarded adults. Findings reveal that the treatment had a significant effect only on frequency of activity involvement. Recommendations to increase the effectiveness of Joswiak's program in enhancing social interaction skills are suggested.

2.

Author: Anderson, Stephen C.; et al

Title: Effects of a recreation program on the social interaction of mentally retarded adults.

Source: Journal of Leisure Research; (1983) 15(2), 100-107.

Abstract: Investigators studied whether a systematically designed recreation program stressing cooperation and interaction among mentally retarded adults would increase the duration and frequency of social contacts. While the program did increase the frequency of social interactions, effects did not carry over after it ended.

3.

Author: Austin, David R.

Title: Therapeutic recreation: Processes and techniques

Source: Available- University of Manitoba, D.S. Woods Education Library. Call number- RM/736.7/.A97/1982. Publisher- John Wiley and Sons, Inc.: Toronto.

Abstract: This book contains a chapter on leadership that is of interest. The chapter discusses what leadership is and some different styles of leadership. The functions of a leader, group processes, and group development are also addressed. The chapter concludes with a discussion on strategies and methods for effectively leading a group.

4.

Author: Aveno, Arlene

Title: A survey of activities engaged in by adults who are severely retarded living in different residence and community types.

Source: Education and Training in Mental Retardation; (1987), 22(2) 121-127.

Abstract: Four hundred and thirty six group homes and foster homes rated the frequency with which their residents engaged in twenty leisure activities. Significant differences between foster and group home ratings were found for thirteen activities. Study findings can be utilized to help teachers target leisure skills that will have a probability of being expected and reinforced in future environments, and as a baseline for future studies regarding recreational habits in community residences.

5.

Author: Barton, Bonnie

Title: The effects of an eight week aerobic dance program on the self-concept and the development of physical fitness.

Source: Available- University of Manitoba, D.S. Woods Education Library. Call number-GV/206/.P49/no. UO-82/309-310/1979 (micro fiche).

Abstract: The effects of an eight week aerobic dance program on the self-concept and physical fitness of 21 9-16 year old mentally retarded children was tested in this study. Results indicate a significant increase in their physical fitness as indicated by scores on the APHERD special fitness test. Participation in the program also brought about positive gains in self-concept as indicated by Fischers self-concept picture test.

6.

Author: Bauer, Dan

Title: Aerobic fitness for the moderately retarded.

Source: Practical Pointers; (1981) 5(5), 1-33.

Abstract: The booklet offers ideas for incorporating aerobic conditioning into programs for moderately mentally retarded students. An explanation of aerobic fitness and its benefits is followed by information on initiating a fitness program.

7.

Author: Bauer, Dan

Title: Aerobic fitness for the severely and profoundly mentally retarded.

Source: Practical Pointers; (1981) 5(4),1-22.

Abstract: The booklet discusses the aerobic fitness capacities of severely/profoundly retarded students and discusses approaches for improving their fitness. An initial section describes a method for determining the student's present fitness level. The remainder of the book presents activity ideas for improving cardiorespiratory endurance and tolerance to exercises. Suggestions are offered for walking, running for distance (including ideas for interval training), roller skating obstacle course work, bike riding,

8.

Author: Bernhardt, Donna B.

Title: Recreation for the disabled child

Source: Available- University of Manitoba, D.S. Woods Education Library. Call number- GV/183.6/.R434/1985. Publisher- Haworth Press: New York, NY.

Abstract: This book contains sections on team sports (motivation, anxiety, role of the leader, and modification techniques), running for therapy (conditioning, physiological effects, and alternatives), and the competitive spirit (national and international events).

9.

Author: Berridge, Mavis E.; Ward, Graham R.

Title: International perspectives on adapted physical activity.

Source: Available- University of Manitoba, D.S. Woods Education Library. Call number- GV/445/.I57/1985. Publisher- Human Kinetics Publishers, Inc.: Champaign Illinois.

Abstract: Contains a series of articles from the fifth international symposium on adapted physical activity. The articles in this text consist of research in the areas of motor development for disabled children, motor skill training, characteristics and assessment

10.

Author: Boucher, Jill; Lewis, Vicky

Title: Memory impairments and communication in relatively able autistic children

Source: Journal of Child psychology and Psychiatry; (1989) 30(1), 99-122.

Abstract: The effects of memory difficulties on communication in relatively able autistic children and learning impaired controls were assessed in three experiments. The experiments tested the ability to: (1) carry out instructions (2) ask questions without repetition; and (3) answer questions about past activities. When specific memory skills were required, autistic children's communication was impaired relative to controls. When the need to use these skills was alimented from the tasks, the autistic children performed as well as the controls. Some practical and theoretical implications of the findings are discussed.

11.

Author: Browder, Diane M.; Shapiro, Edward S.; Ambrogio, Beverly, M.

Title: Movement training: When trainer initiated reinforcement and self-monitoring are not enough.

Source: International Journal of Rehabilitation Research; (1986) 9(4), 363-372.

Abstract: Evaluated the use of reinforcement and sequential self-monitoring (SM) in improving the productivity level of 5 clients (aged 23-32 yrs) with moderate and severe mental retardation in an adult developmental center. In an alternating treatment phase, SM was compared with combined SM and movement training (prompting through a task analysis of the most efficient movements to preform a task). Findings indicate the importance of assessing the reasons for low productivity and emphasize the need for movement

12.

Author: Bull, E.; Haldorsen, J.; Kahrs, N.; Mathiesen, G.; Morgensen, I.F.; Torheim A.; Uldal, M.B.

Title: In the pool: Swimming instruction for the disabled.

Source: Available- Publisher- Norwegian University Press, Oslo, Norway. (1984)

Abstract: This book provides helpful suggestions for teaching swimming and water activities to individuals with disabilities. Topics covered in the book include; (1) conditions necessary for the swimmers stability and balance in water (2) water confidence training

13.

Author: Bullock, Charles C.; Wohl, Royal E.; Webreck, Tracy E.; Crawford, Angela M.

Title: LIFE: Leisure is for everyone

Source: Available- University of Manitoba, Faculty of Physical Education and Recreation Studies, Professor Michael Mahon, 474-8514.

Abstract: This manual is set up to provide concrete and specific information to professionals who are providing recreation services for persons with handicapping conditions. This manual is a resource and training guide. It is divided up into seven sections. The first three sections deal with defining terminology and concepts, and setting up an accepting environment in programs. The next two sections discuss physical accessibility concerns and administrative concerns. The next chapter provides practical ideas and hints on leading and planning programs for persons with handicapping conditions. Suggestions for adapting activities and modifying equipment are also given in this section. The final section is a list of resources available.

14.

Author: Cole, David A.

Title: Facilitating play in children's peer relationships: Are we having fun yet?

Source: American Educational Research Journal; (1986) 23(2), 201-215.

Abstract: The teachers role as mediator of social play between severely or profoundly mentally retarded elementary school children and nondisabled peers was investigated in a structured peer interaction program. Two weeks of instruction, followed by four weeks of maintenance, resulted in a strong positive impact.

15.

Author: Collier, D.; Reid, G.

Title: A comparison of two models designed to teach autistic children a motor task.

Source: Adapted Physical Activity Quarterly; (1987) 4(3), 226-236.

Abstract: This study compared two instructional models designed to teach autistic children a bowling task. One strategy used extensive physical, visual, and verbal prompts while the second minimized such prompts. Analysis revealed that the first strategy increased

16.

Author: Colvin, Nola R.; Finholt, Joan M.

Title: Guidelines for physical educators of mentally handicapped youth.

Source: Available- University of Manitoba, D.S. Woods Education Library. Call Number- GV/445/.C6/1981. Publisher- Charles C. Thomas: Springfield, Illinois.

Abstract: This manual outlines a program of physical education for mentally handicapped youth. It discusses how to design and implement programs using skill analysis, skill assessment, and individual program plans. Sample units on fitness and conditioning exercises, basketball , bowling, and locomotor activities are offered as an example of how to use the above skills.

17.

Author: Cooley, Larry; Gamvrelis, Pat; Hanel, Frank; Harrison, Val; et al

Title: A progressive model for designing functional and developmentally appropriate programs for the severely/profoundly handicapped adolescent.

Source: Mental Retardation and Learning Disability Bulletin; (1986) 14(2), 44-61.

Abstract: Suggests a method for developing programs that are both functional and developmentally appropriate for the education of severely/profoundly handicapped adolescents. The nature of adult-referenced activities and their sensorimotor developmental precursors

18.

Author: Coyne, Phyllis

Title: Well-being for mentally retarded adolescents: A social, leisure, and nutrition education program.

Source: Available-Oregon University Health Sciences Center, Crippled Children's Division, P. O. Box 574, Portland, OR 97207 ($8.00 prepaid). (1980).

Abstract: Intended for those working with moderately mentally retarded adolescents, this manual offers guidelines for social, recreational, and nutritional education. The introduction points out that the program model contains specific program concepts in the area

19.

Author: Crawford, Michael

Title: Competitive sports for the multi-handicapped: A model for development.

Source: Physical Educator (1983) 40(2), 105-110.

Abstract: Guidelines for competitive physical education and recreational therapy programs for multihandicapped children are discussed. Program developers should consider psychological factors, such as conceptualization of competition, anxiety management, and students' motivation and sense of locus of control.

20.

Author: Crawford, Michael E.; Mendell, Ron

Title: Therapeutic recreation and adapted activities for mentally retarded individuals.

Source: Available- University of Manitoba, D.S. Woods Education Library. Call number- RC/570/.C74/1987. Publisher- Prentice-Hall, Inc.: Englewood Cliffs, New Jersey.

Abstract: The primary focus of this book is on therapeutic program development. The first section of the book provides a background into therapeutic recreation programming. It looks at defining mental retardation, how the assessment process works, and how to develop training programs and individual intervention programs.The second section of the book looks at how to develop and run programs. Examined are playground programming, recreation skill programs such as aquatics, bowling and camping and, perceptual motor programming.

21.

Author: Crist, Kerry; And Others

Title: Degrees of specificity in task analysis.

Source: American Journal of Mental Deficiency; (1984) 89(1), 67-74.

Abstract: Effects of training identical tasks using three different degrees of task analysis specificity were assessed with 21 mildly, moderately, and severely mentally retarded adults. Short task analysis resulted in most errors, but training time did not differ. Severely retarded Ss made the most errors in short task analysis.

22.

Author: Cuvo, Anthony J.; And Others

Title: Teaching athletic skills to students who are mentally retarded.

Source: Journal of the Association for People with Severe Handicaps; (1983) 8(4), 72-81.

Abstract: Two experiments were conducted to evaluate procedures to teach four moderately and severely mentally retarded students the standing long jump and the 50-yard dash, using task analysis and a training package of prompts and response consequences. Results show acquisition and maintenance of the two athletic skills.

23.

Author: Dattilo, J.; Rusch, F. R.

Title: Effects of choice on leisure participation for persons with severe handicaps.

Source: Journal of the Association for Persons with Severe Handicaps; (1985) 10(4), 194-199.

Abstract: Investigated the effect of choice on the behaviors of four children (aged 8-12 yrs) with severe mental retardation and other handicaps. Each subjects participation in a chosen leisure activity were compared to participation in the same leisure activity without the opportunity for choice. It was concluded that their was a difference between the S's behaviors during their participation in a chosen leisure activity and their behavior during participation in the same activity without choice.

24.

Author: Dattilo, John

Title: Recreation and leisure literature for individuals with mental retardation: Implications for outdoor recreation.

Source: Therapeutic Recreation Journal (1987) 21(1), 9-17

Abstract: The article provides a detailed synthesis of literature prepared for the President's Commission on American's Outdoors. Characteristics of individuals with mental retardation are summarized along with a review of articles describing traditional outdoor recreation programs. The paper also provides a description of leisure skill development strategies.

25.

Author: Dattilo, John; Murphy, William D.

Title: Behavior modification in therapeutic recreation

Source: Available- University of Manitoba, Faculty of Physical Education and Recreation Studies, Professor Michael Mahon, 474-8514. Publisher- Venture Publishing, Inc.: State College, P.A. (1987).

Abstract: This manual is designed to assist the individual in developing and strengthening their skills in the application of behavior modification.The manual includes information on; (1) describing, observing, and measuring behavior (2) understanding behavior (3)

26.

Author: Day, H. Michael

Title: Comparison of two prompting procedures to facilitate skill acquisition among severely mentally retarded adolescents.

Source: American Journal of Mental Deficiency (1987) 91(4), 366-372.

Abstract: Six profoundly retarded institutionalized adolescents were taught two tasks of comparable difficulty using different prompting procedures (either an antecedent or consequent procedure). Results showed greater gains were made with the antecedent prompting

27.

Author: Distefano, Emily A.; Brunt, Denis

Title: Mentally retarded and normal children's performance on gross motor reaction and movement time tasks with varying degrees of uncertainty of movement.

Source: Perceptual and Motor Skills (1982) 55(3), 1235-1238

Abstract: Evaluated the effect of uncertainty of movement, as a source of environmental stimuli, on the RT and movement time of 8 and 10 year old mildly retarded and normal boys and girls during a 4.6 mile run. With uncertainty of movement, retarded subjects displayed significant increases in both RT and movement time. Results highlight the notion of skill constancy and the importance of controlling potential stimuli during skill acquisition.

28.

Author: Dixin, J.T.

Title: Mainstreaming and leisure education for the mentally retarded.

Source: Therapeutic Recreation Journal; (1980) 14 (1), 30-35.

Abstract: This paper discusses the role of the leisure education phase of therapeutic recreation in mainstreaming the mentally retarded. Programming is outlined along with the illustration of positive conditions for mainstreaming.

29.

Author: Dixon, J.T.

Title: Research on teaching recreation skills to adults labeled mentally retarded.

Source: Society and Leisure; (1984) 7(1), 259-268.

Abstract: This study compares the use of the whole method and the part method of instruction for introducing a new recreation activity to adults labeled as mentally retarded. 27 adults, 15 males and 12 females, serve as subjects. The two following initial hypotheses were corroborated; (1) all of the participants will demonstrate positive changes in their skill level following practice or exposure to a teaching method with practice; and (2) the group receiving the part method of instruction with scheduled practice will significantly improve their skill ability for completing the objective of the game.

30.

Author: Doherty, Laura Lynn

Title: The effects of an eight-week aerobic dance program on mentally retarded adults.

Source: Available- University of Manitoba, D.S. Woods Education Library. Call number- GV/206/.P49/U0-86/314/1985. (micro fiche)

Abstract: The purpose of this study was to determine the effectiveness of an eight week aerobic dance program in changing the cardiovascular endurance, flexibility, and explosive leg power of mentally retarded adults. The study involved 39 subjects aged 21-47 years of age.

31.

Author: Dunn, John M.

Title: Adaptive physical education: A resource guide for teachers, administrators, and parents.

Source: Available-

Abstract: This booklet discusses physical education and individualized education programs (IEPs). It deals with goals and objectives of an IEP, content, participants in the decision making process and student placement. Techniques for adapting physical education activities and equipment are presented. Information is provided about resource material on implementing physical education services for the handicapped.

32.

Author: Dunne,Peter; Sanders, Matthews R.

Title: Training adults with intellectual disabilities to use leisure activities in an institutional setting: An evaluation of an activities manager routine.

Source: Australia and New Zealand Journal of Developmental Disabilities (1986) 12(2), 97-110.

Abstract: The effects of a procedure that had staff minimally prompt and/or encourage each S at the beginning of leisure activities sessions were compared with an activities procedure routine in which the staff circulated among Ss for the entire session and employed a wider range of activity and speech prompts and social reinforcement. Results indicate that the activities manager routine was the more effective procedure and produced a marked increase in levels of engagement.

33.

Author: Duran, Elva

Title: Developing social skills in autistic adolescents with severe handicaps and limited english competencies.

Source: Education (1986) 107(2), 203-207.

Abstract: Discusses the importance of teaching social skills to the severely handicapped and describes how these skills can be taught to clients with limited english proficiency. An all-day adolescent and adult program is described in terms of conferring with parents, the skills taught, and evaluation. It is suggested that social skills instruction can be interwoven with leisure and recreation activities.

34.

Author: Eason, Robert L.; Smith, Theresa L.; Caron, Fernand

Title: Adapted physical activity: From theory to application

Source: Available- University of Manitoba, D.S. Woods Education Library. Call number- GV/445/.I56/1981. Publisher- Human Kinetics Publishers, Inc.: Champaign, Ill.

Abstract: This book contains selected papers from the third international symposium on adapted physical activity. Papers included in this book describe; recreation for the mentally retarded individual, motor development and training, and programming for the mentally retarded individual.

35.

Author: Edginton, Christopher R.; Ford, Phyllis M.

Title: Leadership in Recreation and Leisure Services

Source: Available- University of Manitoba, D.S. Woods Education Library. Call number- GV/181.4/ .E34/1985. Publisher- John Wiley and Sons: Toronto.

Abstract: This book looks at leadership in a recreational setting. It discusses various theories and styles of leadership and also looks at group dynamics. Chapters in this book look at leading volunteers and leading persons with disabilities. Other chapters in the text describe the role of communication and motivation in leading groups. The book concludes with specific examples on leading activities in areas such as aquatics, outdoor recreation, and games.

36.

Author: Edmiston, Paula Ann

Title: The influence of participation in a sports training program on the self-concept of educable mentally retarded.

Source: Available- University of Manitoba, D.S. Woods Education Library. Call number- GV/206/.P49/no. UO-83/320/1982 (micro fiche)

Abstract: This study looked into the influence of participation in a one-week special olympics sports camp training program on the self-concept of educable mentally retarded athletes aged 12-21 years. No significant improvement in self-concept was found for the athletes. Implications as to why there were no changes are discussed.

37.

Author: Edwards, Jacqueline M.; Elliot, Digby; Lee, Timothy D.

Title: Contextual interference effects during skill acquisition and transfer in Down's syndrome adolescents.

Source: Adapted Physical Activity Quartery (1986) 3(3), 250-258.

Abstract: Investigated the effects of contextual interference on motor skill acquisition and transfer of training in Down syndrome adolescents, using 20 Down syndrome subjects and 20 non-handicapped mental aged matched controls. Results show that for transfer to a

38.

Author: Eichstaedt, Carl B.; Kalakian, Leonard H.

Title: Developmental/Adapted physical education.

Source: Available- University of Manitoba, Faculty of Physical Education and Recreation Studies, Professor Michael Mahon, 474-8514. Publisher- Macmillan Publishing Company; New York, N.Y. (1987).

Abstract: This book begins with a discussion on mainstreaming and the least restrictive environment. It then moves on to a discussion of assessing and breaking down physical and motor proficiency, fundamental motor skills, and perceptual-motor development. Individualizing education programs and mental retardation are discussed.The book concludes with a look at aquatics for disabled students and opportunities in sport.

39.

Author: Evans, Jane R.

Title: They have to be carefully taught: A handbook for parents and teachers of young children with handicapping conditions.

Source: Available- University of Manitoba, D.S. Woods Education Library. Call number- GV/.C82/C3/1980. Publisher- The American Alliance for Health, Physical Education, Recreation, and Dance: Reston, VA.

Abstract: This book presents information on physical activities for young children with handicapping conditions between two and five years of age. Material presented deals with movement patterns, balance, locomotor patterns, body image, games, and motor skills.

40.

Author: Fagerlie, A.; Graff, H.; Mathiesen, G.; Torheim, A.

Title: Winter activities for the mentally and physically handicapped.

Source: Available- Publisher- Norwegian University Press, Oslo, Norway. (1987)

Abstract: In this book, basic information about winter sports is integrated with specific adaptations for individuals with disabilities. The first part of the book describes skiing for persons with disabilities. It discusses; fundamental facts about skiing, skiing

41.

Author: Fernhall, Bo; Tymeson, Garth T.; Webster, Gail E.

Title: Cardiovascular fitness of mentally retarded individuals.

Source: Adapted Physical Activity Quarterly (1988) 5(1), 12-28.

Abstract: This manuscript critically reviews the literature on cardiovascular fitness (CVF) and the mentally retarded (MR) individual. Several large scale field studies have been conducted with MR children, and all have generally found low CVF levels for this group. However, these field tests have not been validated with MR individuals, thus this conclusion may be incorrect. In general, MR individuals, regardless of age, possess CVF levels 20-40% below those of their nonretarded peers. It is hypothesized that

42.

Author: Fine, A.H.; Feldis, D.; Lehrer, B.E.

Title: Therapeutic recreation and programming for autistic children.

Source: Therapeutic Recreation Journal; (1982) 16(1), 6-11.

Abstract: This paper looks at several issues relating to the use of therapeutic recreation techniques for the purpose of changing the social and play behavior of autistic children. Discussed is the structure of the environmental context in which the therapeutic recreation technique is to be used, the role of reinforcement and the nature of the skills and objective which guide the use of this approach. A model which can be used to facilitate the use of therapeutic recreation approaches for autistic children is presented along with an example of the use of this approach to change self-stimulating behavior.

43.

Author: Fitzpatrick, D.; Macbeth, J.; Barr, S.

Title: Step by Step.

Source: Available- The Winnipeg School Division No. 1 Motor Skills Resource Program. #50 Rockwood St. Winnipeg, Man. R3M 0B8

Abstract: Step by Step is a remedial program of basic movement skills that utilizes an individualized, sequential and progressive series of tasks and activities for children experiencing difficulties in performing basic movement skills. The Step by Step program focuses on three basic types of movement skills and abilities: manipulative, transport, and balance.

44.

Author: Foley, Patrick John

Title: The effects of participation in a mainstreamed group on the swimming achievements of handicapped swimmers.

Source: Available- University of Manitoba, D.S. Woods Education Library. Call number- GV/206/.P49/no. U0-82/314/1979. (micro fiche).

Abstract: This study administered the "I Can" aquatic model to two randomized groups to determine the effects of participation in a normalized group in the swimming achievement of handicapped children. It employed a competency-based, instructional aquatics program.

45.

Author: Gallahue, David L.

Title: Developmental physical education for todays elementary school children.

Source: Available-University of Manitoba, Faculty of Physical Education and Recreation Studies, Professor Michael Mahon, 474-8514. Publisher-Macmillian Publishing Company: New York, N.Y. (1989).

Abstract: This book is directed toward elementary age children. It starts off by giving background information on; movement skill development, fitness development, perceptual-motor development, and self-concept development. It then goes on to discuss children with

46.

Author: Gaylord, Ross; Robert, J.; et al

Title: The training and generalization of social interaction skills with autistic youth.

Source: Journal of Applied Behavior Analysis (1984) 17(2), 229-247.

Abstract: Two experiments were conducted to increase the initiations and duration of social interactions between autistic and nonhandicapped youths. The youths generalized these social responses to other nonhandicapped peers in the same leisure setting. A second experiment trained a third autistic youth to emit similar social leisure skills.

47.

Author: Gibson, S.E. and Bushakra

Title: Effects of Special Olympics participation on the perceived competence and social acceptance of mentally retarded children.

Source: Adapted Physical Activity Quarterley (1989) 6(1), 40-51.

Abstract: Study examined the changes in perceived competence of participants and non-participants of the 11/2 day Special Olympics track and field meet. Pre and post test measures of the physical, cognitive, peer acceptance, and maternal acceptance subscales of the Pictorial Scale of Perceived Competence and Social Acceptance for Young Children were obtained for the participants. Results indicated that both groups differed significantly on the two scale measures.

48.

Author: Grain, Cynthia D.

Title: Movement and rhythmic activities for the mentally retarded.

Source: Available- University of Manitoba, D.S Woods Education Library. Call Number- G.V./452/.C7/1981. Publisher- Charles C. Thomas: Illinios USA.

Abstract: This is a guide for leaders which offers a better understanding of movement and rhythmic activities for the mentally retarded. It discusses simple to complex movements and rhythmic activities and offers suggestions for existing programs.

49.

Author: Hawkins, A.H.

Title: Influencing leisure choices of Autistic-like children.

Source: Journal of Autism and Developmental Disorders (1982) 12(4), 359-366.

Abstract: A leisure education program for three children with autistic-like behavior included choice of high and low interest recreational activities in three conditions. The prompt and praise condition was superior in encouraging participation in low interest recreational activities.

50.

Author: Heitman, Robert J.; Stockton, Carl A.; Lambert, Cynthia

Title: The effects of fatigue on motor performance and learning on mentally retarded individuals.

Source: American Corrective Therapy Journal(1987) 41(2), 40-43.

Abstract: The purpose of this investigation was to examine the influence of induced localized fatigue on motor performance and learning of mentally retarded subjects. The results indicate that moderate localized fatigue had a significant effect on performance, but not on learning.

51.

Author: Henderson, S.E.

Title: Performance of down syndrome and other retarded children on the Cratty gross-motor test.

Source: American Journal of Mental Deficiency; (1981) 85(4), 416-424.

Abstract: The findings from this article provide tentative support for the notion that Down's syndrome children suffer a specific deficit in some areas of motor coordination.

52.

Author: Hiles, Melani Jo Marie

Title: Motivation and performance of mentally retarded adolescents on the 12 minute/ 1.5 mile run.

Source: Available- University of Manitoba, D.S. Woods Education Library. Call number- GV/206/.P49/no. U0-86/346 (1986). (micro fiche)

Abstract: This study was conducted to investigate the effect of three conditions of motivation upon the performance of mentally retarded adolescents on the 12 minute/ 1.5 mile run. Subjects were 12 mentally retarded adolescents ranging from 12-20 years. The three conditions of motivation were: verbal reinforcement, verbal and token reinforcement, and token reinforcement.

53.

Author: Hirst, Cynthia C.; Michaelis, Elaine.

Title: Retarded kids need to play.

Source: Available- University of Manitoba, D.S. Woods Education Library. Call Number- GV/445/.H57/1983. Publisher- Leisure Press: New York, N.Y.

Abstract: This book discusses ideas and programs for involving mentally retarded children in physical activities such as; aquatics, track and field, movement exploration, rhythm and dance, low organized games, exercise activities, and various sports skills.

54.

Author: Hoenk, Alan H.; Mobily, Kenneth E.

Title: Mainstreaming the play environment: Effects of previous exposure and salience of disability.

Source: Therapeutic Recreation Journal (1987) 21(4) 23-31.

Abstract: The purpose of this study was to determine the effects of previous exposure to persons with handicaps and salience of disability on preschoolers' attitudes toward interacting with disabled peers. Subjects were 15 able-bodied children enrolled in one of two pre-schools. The first independent variable was previous exposure to disabled persons (mainstreamed preschool, previous exposure at home, or low previous exposure). All subjects were presented with identical stimulus drawings of four children (non-disabled, obese, in wheelchair, arm amputee) and asked to rate their attitude toward interacting with the child illustrated in the drawing. Analysis revealed that the effects of previous exposure on attitude toward interacting was mediated by the type of disability.

55.

Author: Hourcade, J.

Title: Special Olympics: A Review and Critical Analysis

Source: Therapeutic Recreation Journal (1989) 23(1), 58-65.

Abstract: This paper introduces the criticisms that Special Olympics has been faced with over the past two decades. These include the segregated nature of the program, its emphasis on nonfunctional leisure skills, and the possible damaging effects on labelling its participants. The paper also notes possible benefits of Special Olympics and outlines possible modifications to the program structure to correct theorized shortcomings.

56.

Author: Jansma, Paul

Title: Fitness and hygiene programming for the severely handicapped: A curriculum-embedded assessment guide. User manual. Project transition.

Source: Available- Ohio State University, Project Transition, 343 Larkins Hall, Columbus, OH 43210. (1987)

Abstract: This resource guide deals with physical fitness and personal hygiene training of institutionalized mentally handicapped adults, to prepare them for transition into community living environments. Physical fitness skills taught include; cardiorespiratory endurance, upper body strength and endurance, lower back and hamstring flexibility, abdominal endurance, and grip strength.

57.

Author: Jansma, Paul

Title: The psychomotor domain and the seriously handicapped.

Source: Available- University of Manitoba, D.S. Woods Education Library. Call number- GV/445/.P76/1984. Publisher- University Press of America: Lanham, MD.

Abstract: This book is a collection of articles relating to the psychomotor domain. It contains a large section on programming for the handicapped. Subjects of articles include; task analysis, sensory motor training, dance, motor skill training, fitness programs, effects of behavior modification, leisure skill training, free play skills, and age appropriate leisure skills.

58.

Author: Jansma, Paul; Combs, C.Sue

Title: The effects of fitness training and reinforcement on maladaptive behaviors of institutionalized adults, classified as mentally retarded/ emotionally disturbed.

Source: Education and Training in Mental Retardation; (1987) 22(4), 268-279.

Abstract: This study examined the effects of physical fitness training and reinforcement on the collateral maladaptive behaviors of institutionalized adults who are mentally retarded/ emotionally disturbed. Daily one hour fitness training sessions were provided within the framework of an ABAB single subject research design across five subjects. It was concluded that a continuous structured program of physical activity and reinforcement may be able to replace some or all of a client's medication or physical restraint.

59.

Author: Jansma, Paul; Decker, James T.; McCubbin, Jeffrey M.; Combs, C. Sue; Ersing, Walter F.

Title: Adapted equipment for improving the fitness of severely retarded adults

Source: American Corrective Therapy Journal; (1986) 40 (6) 136-141.

Abstract: This article presents descriptions and illustrations of three field-tested, practical and cost-effective peices of adapted fitness equipment for use with severely retarded adults. These include an adapted sit and reach device for lower back and hamstring flexibility, a modified bench press device for upper body strength, and an adapted sit up board for abdominal strength.

60.

Author: Jansma, Paul; Decker, Jim; Ersing, Walter; McCubbin, Jeffrey; Combs, Sue

Title: A fitness assessment system for individuals with severe mental retardation.

Source: Adapted Physical Activity Quarterly (1988) 5(3), 223-232.

Abstract: This article addresses the issue of fitness assessment for use with individuals who are severely mentally retarded. An overview of The Ohio State University's Project Transition is accompanied by a detailed review of its assessment system with a particular emphasis upon scoring. The most significant characteristics of the Project Transition assessment system is its score sheet, level of prompting required for subtasks, whole skill performance, task-analyzed step descriptions, and reinforcement strategy. An assessment system of this type is claimed to be useful for both the practitioner and the researcher.

61.

Author: Jeffree, Dorothy M.; Cheseldine, Sally E.

Title: Programmed leisure intervention and the interaction patterns of severely mentally retarded adolescents: A pilot study.

Source: American Journal of Mental Deficiency (1984) 88(6), 619-614.

Abstract: A pilot study tested the hypothesis that once basic leisure skills had been acquired by severely retarded adolescents, their level of activity would increase as would interactions among classmates. Skills were taught using programmed games, and a comparison of pre- and postintervention scores produced a statistically significant difference.

62.

Author: Jenkins, Joseph R.; et-al

Title: Effects of developmental therapy on motor impaired children.

Source: Physical and Occupational Therapy in Pediatrics; (1982) 2(4), 19-28.

Abstract: 45 developmentally disabled 3-15 year olds, all of whom were motorically impaired but without specific neuromuscular problems, were assigned to 1 of 2 treatment conditions or to a control group. Treatment consisted of occupational and physical therapy and varied in frequency, once or three times weekly. Gross motor skills improved significantly for both treatment groups but frequency of therapy did not affect the outcome. A marginal effect of therapy was observed for on fine motor performance.

63.

Author: Johnson, G. Orville.

Title: A point of view.

Source: Education and Training of the Mentally Retarded; (1983) 18(2), 101-102.

Abstract: Discusses the inconsistencies that have resulted from the philosophy that retarded children should spend as much time as possible with normal children. One such inconsistency is that educators are concerned with the self-concept of mentally retarded children, yet these children are socially rejected, and their inferiority is reinforced in classes with normal children.

64.

Author: Katz, R.C.; Singh, N.N.

Title: Increasing recreational behavior in mentally retarded children.

Source: Behavior Modification (1986) 10(4), 508-519.

Abstract: Investigated the use of sign posting, pictorial prompts, and feedback in encouraging the recreational behaviors of 45 moderately and severely mentally retarded children (aged 6-17 yrs). Treatment was introduced sequentially for ball play and jungle gym activities across 2 school recess periods.Results show large increases in the percentage of S's participating in these activities that corresponded with the introduction of treatment. It is concluded that this method for generating recreational play is cost-efficient and could result in longer maintenance then previously reported interventions.

65.

Author: Keller, Mimi

Title: Implementing an adapted physical education program for educable mentally retarded children, kindergarten through grade twelve.

Source: EDRS Price- MF01/PC02 Plus Postage (1983).

Abstract: An adaptive physical education program was implemented for two classes of educable mentally retarded children, grades K-3. The program operated for 5 months, with children receiving motor skills training 40 minutes per day, 4 days per week. Analysis of data revealed that subjects increased skills in seven of eight subtests, with a significant increase in strength. Student interest in the program was high.

66.

Author: Kennedy, Dan W.; Austin, David R.; Smith, Ralph W.

Title: Special recreation: Opportunities for persons with disabilities.

Source: Available- University of Manitoba, Faculty of Physical Education and Recreation Studies, Professor Michael Mahon, 4748514. Publisher- Saunders College Publishing: Toronto (1987).

Abstract: The first section in this book provides an overview of special recreation and discusses some key concepts and phrases related to the field. the second part of the book goes into how to plan and implement programs for special populations. The final section of the book offers examples of programs and activities (camping, the arts, and sport).

67.

Author: Keogh, D.A.; Faw, G.D.; Whitman, T.L.; Reid, D.H.

Title: Enhancing leisure skills in severely retarded adolescents through a self-instructional treatment package.

Source: Analysis and Intervention in Developmental Disabilities (1984) 4(4), 333-351.

Abstract: Evaluated a self-instructional treatment package, consisting of modeling, verbal prompts, and manual guidance, for increasing complex social-leisure skill (game playing) in severely retarded adolescents. Results suggest that severely retarded can both aquire and maintain complex game behaviors and be taught to play with each other and that self-instruction may be a useful technique for affecting behavior change with severely retarded individuals.

68.

Author: Kern, L.; Koegel, R.L.; Dyer, K.; Blew, P.A.; Fenton, L.R.

Title: Effects of physical exercise on self-stimulation and appropriate responding in autistic children.

Source: Journal of Autism and Developmental Disorders.; (1982) 12(4), 399-419.

Abstract: The authors had seven autistic children participate in jogging to increase their physical activity. This exercise produced decreases in subsequent levels of self stimulating behavior as well as showed increases in appropriate play and academic responses.

69.

Author: Killian, K.J.; Arena-Ronde, Susan; Bruno, Lucille

Title: Refinement of two instruments that assess water orientation in atypical swimmers.

Source: Adapted Physical Activity Quarterly (1987) 4(1), 25-37.

Abstract: Studied the usefulness of two instruments to assess water adjustment in atypical swimmers. The Water Orientation Checklist-Basic and the Water Orientation Checklist-Advanced were designed by the authors to measure water adjustment. 54 male and 7 female disabled, autistic, or retarded subjects were compared with 5 male and 5 female normal preschool children. It was concluded that the two measures were useful in assessing water adaptation in these atypical swimmers, and are well suited for both pragmatic

70.

Author: Killian, K.J.; Joyce-Petrovich, R.A.;Menna, A.; Arena,S.A.

Title: Measuring water orientation and beginner swim skills of autistic individuals.

Source: Adapted Physical Activity Quarterly; (1984) 1 (4), 287-295.

Abstract: In this study, a checklist was used to record the responses of 37 autistic children and youth to water orientation and beginner swim activities. The data indicated that the autistic subjects responded in a predictable and apparently normal manner to a hierarchy of water skills. Strong relationships were shown between age and water orientation and also between prior experience and water orientation.

71.

Author: Krall, Patricia A.

Title: "Together"--A leader/agent workbook for 4-H programming to include youth with disabilities.

Source: National 4-H Council, 7100 Connecticut Ave., Chevy Chase, MD 20815 ($1.25). (1982).

Abstract: This workbook has been prepared to provide professional and volunteer staff with; (1) a working notebook on 4-H programming with handicaped youth. (2) programming ideas for various handicapping conditions, examples of programs involving handicapped youth, project ideas, and staff and leader training suggestions. (3) A starting point and ideas for expansion of existing programs involving disabled and non-disabled youth.

72.

Author: Lagomarcino, Ann; Reid, Dennis H.; Ivancic, Martin T.; Faw, Gerald D.

Title: Leisure dance instruction for severely and profoundly retarded persons.

Source: Journal of Applied Behavior Analysis; (1984) 17(1), 71-84.

Abstract: Established definitions for appropriate dance skills and then validated the definition by teaching 5 14-19 year old severely to profoundly mentally retarded residents dance skills through serial training in leg movements, arm movements, and coordinated leg and arm movements. Results indicate that 4 of 5 subjects acquired the dance skills and that both serial training and follow-up supervision were necessary for skill acquisition.

73.

Author: Latto, Kay

Title: Give us the Chance: Sport and physical recreation with mentally handicapped people

Source: Available- University of Manitoba, D.S. Woods Education Library. Call number- GV/709.3/.L37/1981. Publisher- Davis Fleming and Associates Ltd., Park Terrace, North Hampton

Abstract: This book looks at how to plan, teach and adapt activities for mentally handicapped individuals. Activities examined are; Aquatics, movement and fitness training, dance, outdoor activities, and a variety of games and sports.

74.

Author: Lavay, Barry; French, Ron

Title: The effect of different reinforcers on the physical performance of trainable mentally handicapped students.

Source: American Corrective Therapy Journal; (1986) 40 (3), 58-61.

Abstract: This investigation compared the use of tangible and physical activity reinforcers to determine the effect each had on the performance of physical fitness skills of 28 male trainable mentally handicapped students aged 16-21 years of age. The skills used were sit ups, standing long jumps, and shuttle runs. Results show a significant increase in distance in the standing long jump and a number of blocks picked up in the shuttle run.

75.

Author: Levine, Harold G.; Langless, L.L.

Title: Context, ability, and performance: Comparison of competitive athletics among mildly mentally retarded and nonretarded adults.

Source: American Journal of Mental Deficiency (1983) 87(5), 528-538.

Abstract: Compared setting demands and performance characteristics for 8 18-37 yr old mildly mentally retarded and 7 21-35 yr old nonretarded basketball players. Observational research was used to study organizational and interactional aspects of competitive games

76.

Author: Lister, Bob; and others

Title: Program for autistic children's education: A curriculum guide for autistic students.

Source: EDRS price- MF01/PC02 Plus Postage (1984).

Abstract: The curriculum guide presents activity suggestions for teachers to use with autistic students in grades K-12. Goals, objectives, procedures, materials, domain areas, and evaluation approaches are listed for eight skill areas. Included in these eight skill areas is a discussion on recreation. Talked about are individual and group sports, plus a section on Special Olympics.

77.

Author: Lyons, M.

Title: Unlocking closed doors to play.

Source: Australia and New Zealand Journal of Developmental Disabilities (1986) 12(4), 229-233.

Abstract: Considers mechanisms by which the motivation to play can be influenced. In particular, an attempt to systematize and interpret what recreation workers with persons with intellectual disabilities may already be doing in an unplanned way to promote play with their clients is presented. A taxonomy of playfulness is presented, followed by discussions of its application to stimulating participation in recreational activities.

78.

Author: Mangus, Brent; Henderson, Hester; French, Ron

Title: Implementation of a token economy by peer tutors to increase on-task physical activity time of autistic children.

Source: Perceptual and motor skills (1986) 63(1), 97-98.

Abstract: Data generated from the implementation of a token economy with 5 7-11 yr old autistic children were graphed for visual inspection of the raw data and means. Findings show that 4 S's improved their time on task on the balance beam in at least one of the intervention phases; the other S's did not improve during the intervention phases, but there was a positive slope in the final intervention phase.

79.

Author: Mari, Allen A.; Masters, Lowell F.

Title: Teaching the severely mentally retarded

Source: Available- University of Manitoba, D.S. Woods Education Library. Call number- RJ/506/.M4/M66/1980. Publisher- Aspens Systems Corporation: Germantown, Maryland.

Abstract: This book examines the nature and needs of the severely retarded. It discusses task analysis and how it works, and how to use it in designing programs. Motor skills training is outlined, discussing ideas and suggestions on how to implement it. Adapted physical education and recreation skills are addressed in terms of organizing and instructing a program. Aquatic therapy (instruction and activity suggestions) is mentioned in the final chapter.

80.

Author: Martin, Gary; Pear, Joseph

Title: Behavior modification: What it is and how to do it.

Source: Available- University of Manitoba, D.S. Woods Education Library. Call number- BF/637/.B4/M37/1983. Publisher- Prentice Hall Inc., Englewood Cliffs, New Jersey.

Abstract: This book on behavior modification assumes no prior knowledge about psychology or behavior modification on the part of the reader. Discussed are the basic principles and procedures of behavior modification (reinforcement, increasing behaviors, decreasing behaviors and teaching behaviors). The book goes from simple to complex in its descriptions of principles and procedures. It also describeshow to use these principles and procedures to develop effective program strategies. The book concludes with a discussion on ethics.

81.
Author: Masters, Lowell F.; Mari, Allen A.; Lange, Ernest K.

Title: Adapted physical education: A practitioners guide

Source: Available- University of Manitoba, D.S. Woods Education Library. Call number- GV/445/.M28/1983. Publisher- Aspen Systems Corporation: Rockville, Maryland.

Abstract: This book describes how to plan and determine individual needs and individual programs. It offers information on how to instruct and organize an adapted physical education program. Fundamental motor skills are examined and various low organized games are outlined that help develop skills in perceptual and movement areas and physical fitness. Also discussed are teaching aquatics. Specific program ideas and adaptations are discussed for bowling, track and field, floor hockey, football, basketball, and tumbling.

82.

Author: Matthews, P.R.

Title: Why the mentally retarded do not participate in certain types of recreational activities.

Source: Therapeutic Recreation Journal; (1980) 14(1), 44-50.

Abstract: One hundred and eight elementary age school children both retarded and nonretarded were studied to determine why certain types of recreational activities did not have mentally retarded children participating. Generally this occurred for the same reasons as the nonretarded children. Unique reasons for non-participation included access, ignorance of activities, and adherence to culturally determined sex stereotypes.

83.

Author: McGuire, Francis A.; James, Ann

Title: Attribution versus normal persuasion in the acquisition of aquatic skills by mentally retarded adults.

Source: Therapeutic Recreation Journal (1988) 22(2), 24-30.

Abstract: The effectiveness of a verbal attribution message versus a normal verbal persuasion message in improving the swimming skills of mentally retarded adults was examined in this study. The subjects were participants at a two week residential camp. Individuals in the verbal attribution group were given messages describing success in the activity to their efforts. The normal persuasion group received messages urging their continued involvement in swimming without any indication of achievement. The control group did not receive any messages. The results indicate that significantly more individuals in the normal persuasion group improved in swimming than in either of the other groups.

84.

Author: McQuillan, James Patrick

Title: Factors governing the changes in the motor performance of the trainable mentally retarded.

Source: Available- University of Manitoba, D.S. Woods Education Library. Call number- GV/206/.P49/no. U0-86/207-208/1982. (micro fiche)

Abstract: This study tested the changes in motor performance of 276 6-23 year old trainable mentally retarded, after 30 months of individualized instruction in physical education. The subjects were tested on coordination, balance, flexibility, fine motor coordination, arm strength, and upper limb/eye coordination. Other variables looked in relation to the above were mental ability, body fatness, and attendance.

85.

Author: Mender, Joy; Kerr, Robert; Orlick, Terry

Title: A cooperative games program for learning disabled children.

Source: International Journal of Sport Psychology (1982) 13(4), 222-233.

Abstract: 19 7-10 yr old learning disabled (LD) males participated in a daily physical activity program for 5 weeks and were pre- and posttested on specific motor and social parameters. While the control group participated in a traditional games program, the experimental group was involved in a cooperative games program. The experimental group evidenced a significantly better performance on the motor variables, particularly balance skills, and also showed a significantly greater increase in cooperative responses than the control group. Thus, cooperative games can both increase the cooperative social responses of LD children and improve their motor abilities.

86.

Author: Merbler, John B.; Wood, Thomas A.

Title: Predicting orientation and mobility proficiency in mentally retarded visually impaired children.

Source: Education and Training of the Mentally Retarded (1984) 19(3). 228-230.

Abstract: The relationship between chronological age, social age, motor, sensory and concept skills. and the orientation and mobility skills of 37 mentally retarded visually impaired children was examined. Results revealed a strong relationship between developmental level in the areas of motor, sensory, and concept skills, and mobility proficiency.

87.

Author: Miller, Arthur G.; Sullivan, James V.

Title: Teaching physical activities to impaired youth: An approach to mainstreaming.

Source: Available- University of Manitoba, D.S. Woods Education Library. Call number- GV/445/.M55/1982. Publisher- John Wiley and Sons, Inc.: Toronto.

Abstract: This book looks at the integration of individuals with handicapping conditions into regular programs and activities, and into adapted programs. It examines how to modify activities and discusses the physical and motor development needs of impaired youth.

88.

Author: Miller, Sue-Ellen

Title: Training personnel and procedures for Special Olympics athletes.

Source: Education and Training in Mental Retardation (1987) 22(4), 244-249.

Abstract: To investigate the concept of sports training, a survey was conducted of 170 Special Olympics coaches in Ohio. The survey sought to determine who was responsible for training Special Olympians, their qualifications, and their specific needs and interests

89.

Author: Moon, M. Sherril; Renzaglia, Adelle

Title: Physical fitness and the mentally retarded: A critical review of the literature.

Source: Journal of Special Education (1982(16(3), 269-287.

Abstract: The state of the art in physical fitness training for mentally retarded persons is analyzed. Research topics covered include fitness levels of MR persons, relationships of fitness to other variables, strategies for improving fitness, evaluation techniques and curriculum programs, skill sequences, fitness training preference evaluation, training methods, and maintenance.

90.

Author: Moore,Viv; Wilson, Dave

Title: Creative movement and dance for the visually and mentally handicapped

Source: Innovations in recreation (conference) (1983)

Abstract: The paper discusses creative dance experiences with visually and mentally handicapped persons. A brief introduction is followed by comments on sensory stimulation during infancy, mobility and orientation, physical education and recreation techniques, and approaches to deal with stereotyped movement behavior.

91.

Author: Morris, Lisa Rappaport; Schulz, Linda

Title: Creative play activities for children with disabilities: A resource book for teachers and parents.

Source: Available- Publishers- Human Kinetics Publishers, Inc., Department 265, Box 5076, Champaign, Il 61825-5076. (1989)

Abstract: This book contains 250 games and activities designed to help infants to 8-year olds with all types of disabilities grow through play. The book emphasizes continuity between home and program activities. Chapters in this book focus on: exploring the world of the senses, active games, building and creating, outdoor activities, music play, and group games and activities. A detailed description of each activity is given.

92.

Author: Morris, Richard J.

Title: Behavior modification with exceptional children.

Source: Available- University of Manitoba, D.S. Woods Education Library. Call number- BF/637/.B4/.M67/1985. Publisher- Scott/Foresman and Company: Glenview, Illinois.

Abstract: This book is intended specifically for people who work directly with exceptional children. The book includes chapters on; (1) behavior assessment (identifying and recording) (2) the process of reinforcement (3) teaching desirable behaviors(4) reducing undesirable behaviors (5) prescriptions for teaching particular target behaviors, and (6) legal and ethical issues associated with behavior modification.

93.

Author: Murphy, G.; Carr, J.; Callias, M.

Title: Increasing simple toy play in profoundly mentally handicapped children: II. Designing special toys

Source: Journal of Autism and Developmental Disorders; (1986) 16(1), 45-58.

Abstract: Twenty children were observed while playing with special toys, which emitted stimuli (vibration, light or sound) when appropriately operated. They were also observed with the toys when the stimuli were unavailable. In general, the children interacted significantly more with the experimental toys than with the control toys and engaged in significantly less stereotyped behavior when the experimental toys were available.

94.

Author: Nakken, Han; Den, Ouden; Wouter, J.

Title: Research on a psychomotor program for children with severe motor or multiple disabilities.

Source: International Journal of Rehabilitation Research (1985) 8(1), 47-60.

Abstract: Three studies on B. Le Gay Brereton's approach with severely motorically or multiply disabled preschool children are reported. The program focuses on play and suggests that development should be repeated from the point at which it went wrong. Results include small but statistical changes in cognitive skills.

95.

Author: Neitupski, John; et al

Title: Review of task analytic leisure skill training efforts: Practitioner implications and future research needs.

Source: Journal of the Association for Persons with Severe Handicaps (1984) 9(2), 88-97.

Abstract: The authors review recreation/leisure training programs conducted with moderately/severely disabled individuals. Emphasis is placed on databased task-analytic, instructional efforts and recent curriculum volumes/position papers. Programing implications include the value of task sequencing involving gradual increments in response requirements.

96.

Author: Neitupski, John; et al

Title: A review of recreation/leisure skills research with moderately, severely and profoundly mentally handicapped individuals.

Source: Australia and New Zealand Journal of Developmental Disabilities (1983) 9(4), 167-176.

Abstract: The paper examines research on recreation/leisure skills with moderately, severely and profoundly mentally retarded persons. Studies are considered in four areas: antecedents that promote involvement with play materials, antecedent and consequent intervention strategies, task analysis efforts, and recreation/leisure skill maintenance and/or generalization.

97.

Author: Nierengarten, Mark Edward

Title: Effects of imitative learning on the acquisition of rotary pursuit skills by educable mentally retarded boys.

Source: Available- University of Manitoba, D.S. Woods Education Library. Call number- GV/206/.P49/no. UO-83/449-450/1982 (micro fiche).

Abstract: The purpose of this study was to investigate the efficacy of modeling techniques as a means of promoting learning of a motor skill by educable mentally retarded children. The study looked at the influence of the models age, competence, and the interaction of the two variables.

98.

Author: Osguthorpe, Russell T.; Scruggs, Thomas E.

Title: Special education students as tutors: A review and analysis.

Source: RASE- Remedial and Special Education; (1986) 7(4), 15-24.

Abstract: Reviews research published between 1970 and 1985 that studied the effects of using handicapped students as tutors. In general, research has shown that handicapped and remedial students can be trained to tutor both peers and younger students in a contact area. Results show that academic and personal/social benefits come to special education students, as well as to those they tutor.

99.

Author: Peterson, Carol Ann; Gunn, Scout Lee

Title: Therapeutic recreation program design: Principles and procedures.

Source: Available- University of Manitoba, D.S. Woods Education Library. Call number- RM/736.7/.G86/1984. Publisher- Prentice Hall, Inc.: Englewood Cliffs, New Jersey.

Abstract: This book contains one chapter of interest on activity analysis. It discusses the physical, cognitive, interactive, and social requirements of activity analysis. Also looked at in this chapter are ways to modify activities to fit the needs of individuals

100.

Author: Porretta, David L.

Title: Contextual interference effects on the transfer and retention of a gross motor skill by mildly mentally handicapped children.

Source: Adapted Physical Activity Quarterly (1988) 5(4), 332-339.

Abstract: This study investigated the effects of contextual interference on the immediate transfer and 2-day retention of a bean bag tossing task by mildly mentally handicapped children. A total of 24 boys and 24 girls with a mean chronological age of 10.2 years were randomly assigned to either a blocked, serial, or random practice condition. Results provide marginal support for the contention that greater contextual interference (random practice) leads to a better transfer and retention than other types of practice conditions.

101.

Author: Reese, R.; Serna, Loretta

Title: Planning for generalization and maintenance in parent training: Parents need I.E.P's too.

Source: Mental Retardation; (1986) 24(2), 87-92.

Abstract: In response to problems of parents of children with mental retardation, parent trainers and researchers have developed programs that teach parent skills that can alleviate some familial stresses. It is proposed that individualized education plans (IEPs) in parent training programs should cover individualized family needs, generalization of parenting skills across settings, and reinforcement of trained skills in the natural environment.

102.

Author: Reid, Patricia D.; Factor, David C.; Freeman, Nancy L.; Sherman, Jeffrey

Title: The effects of physical exercise on three autistic and developmentally disordered adolescents.

Source: Therapeutic Recreation Journal (1988) 22(2), 47-56.

Abstract: The purpose of this study was to assess whether a physical exercise program would decrease off-task, stereotypic and other inappropriate behaviors and increase on-task and other appropriate behaviors. Mean percentage scores calculated on a daily basis indicated that the physical exercise program decreased inappropriate behavior and increased on-task behavior for all three subjects. These results are discussed in relation to potential benefits of incorporating such a program in treating and educating adolescents with autism and developmental disorders.

103.

Author: Roswal, Glenn; et al

Title: The effect of a developmental play program on the self concept, risk taking behaviors, and motoric proficiency of midly handicapped children.

Source: Physical Educator (1984) 41(1), 43-50.

Abstract: The results of an investigation to determine the effect of the Children's Developmental Play Program on behavioral and neuromotor functioning of developmentally disabled children indicates that it serves as a valuable resource to the child, community, and inservice teachers. This study observed risk taking behaviors, self-concept, and motor skills of children enrolled in the program.

104.

Author: Roswal, Peggy M.; Sherrill, Claudine; Roswal, Glenn M.

Title: A comparison of data based and creative dance pedagogies in teaching mentally retarded youth.

Source: Adapted Physical Activity Quarterly (1988) 5(3), 212-222.

Abstract: This study compared the effectiveness of data based and creative dance pedagogies in relation to motor skill performance and self-concept of mentally retarded students. Each group received 40 lessons of 30 minutes each over an 8 week period. Results revealed no difference between pedagogies. The group means indicated improvement in dance skill performance but not in self-concept or body perception, balance, and gross and locomotor agility.

105.

Author: Russell, Ruth V.

Title: Leadership in recreation.

Source: Available- University of Manitoba, Faculty of Physical Education and Recreation Studies, Professor Michael Mahon, 474-8514. Publisher- Times Mirror/Mosby College Publishing: St. Louis, Missouri (1986).

Abstract: This book contains information on the concepts and skills needed to lead others in a recreation setting. The book starts off with a discussion on the goals of recreational leadership and then goes into the techniques of recreation leadership, including; basic skills, group management skills, activity leading skills, and using resources. Also discussed is the process of communication, and recreation leadership for special populations. The appendix includes specific methods and resources for leading sports, fitness groups, and outdoor activities.

106.

Author: Russell, Ruth V.

Title: Planning programs in recreation.

Source: Available-University of Manitoba, D.S. Woods Education Library. Call number- GV/181.43/.R87/1982. Publisher-The C.V. Mosby Company: Toronto (1982).

Abstract: This book offers basic guidelines for planning recreation programs. The book goes through the rational planning process describing each step in detail. The process involves; (1) specifying the problem or area of need (2) identifying program objectives (3) generating program solutions (4) selecting the program design (5) implementing the program design; and (6) evaluating the program.

107.

Author: Schilling, Mary-Lou

Title: Adaptive recreational equipment.

Source: PAM Repeater(1983) 15

Abstract: The document lists sources of adaptive recreational equipment and their homemade counterparts. Brief descriptions for ordering or constructing recreational equipment for the visually impaired, poorly coordinated, physically impaired, and mentally retarded are given.

108.

Author: Schleien, S.J.; Certo, N.J.; Muccino, A.

Title: Acquisition of leisure skills by a severely handicapped adolescent. A data based instructional propgram.

Source: Education and Training of the Mentally Retarded (1984) 19(4), 297-305.

Abstract: Describes the acquisition of leisure and leisure-related skills by a severely handicapped male student in a community recreation facility. Instructional sequences, material and procedural modifications were implemented to teach bowling, purchasing a drink, and use of a vending machine. Generalization data demonstrate demonstrate the S's successful transfer of acquired leisure skills to other similar environments and materials.

109.

Author: Schleien, Stuart J.; Krotee, March L.; Mustonen, Theresa; Kelterborn, Bonnie; Schermer, Anitas D

Title: The effect of integrating children with autism into a physical activity and recreation setting.

Source: Therapeutic Recreation Journal (1987) 21(4), 52-62.

Abstract: The purpose of this study was to investigate behavior patterns of severely handicapped autistic children integrated into a physical activity and recreation milieu and to determine if there were significant changes in the subjects social, leisure, and adaptive behavior skills from pre to post physical activity program treatment. Attitude toward the severely handicapped subjects by their nonhandicapped peers was also assessed. The results of this study revealed that there were some positive and significant increases in the amount of appropriate behavior behavior and significant decreases in inappropriate behavior pre-post physical activity treatment.

110.

Author: Schleien,Staurt J.; Larson, Angela

Title: Adult leisure education for the independant use of a community recreation center.

Source: Journal of the Association for Persons with Severe Handicaps (1986) 11(1), 39-44.

Abstract: Evaluated a leisure education program designed to teach the complete and functional use of a community recreation center to 2 male adults with Down's Syndrome. Within a multiple-baseline design across 3 recreational activities, the Ss acquired the skills

111.

Author: Schleien, Stuart J.; Heyne, Linda A.; Berken, Susan B.

Title: Integrating physical education to teach appropriate play skills to learners with autism: A pilot study.

Source: Adapted Physical Activity Quarterly (1988) 5(3), 182-192.

Abstract: This pilot study attempted tp determine the effects of a collaborative sociomotor, adapted physical education/therapeutic recreation curriculum on the social play and motor development of learners with autism and their nonhandicapped peers in an integrated physical education classroom setting. The following observations indicated increased involvement in the activities by the participants: (a) reduced inappropriate play behavior, (b) reduced target inappropriate behaviors ,and (c) development of motor proficiency in catching and striking skills.

112.

Author: Schmidt, G.; et al

Title: Teaching students with Autism. A sport skill specialists approach.

Source: Journal of Physical Education, Recreation and Dance (1986) 57(7), 60-63.

Abstract: The key to successful teaching of autistic people is in establishing a routine suitable to the environment and adapted to the individual autistic person. Methods of instruction are discussed.

113.

Author: Schwethelm, Bettina; Mahoney, Gerald

Title: Task persistence among organically impaired mentally retarded children.

Source: American Journal of Mental Deficiency (1986) 90(4), 432-439.

Abstract: Goal-directed persistence of 44 mentally retarded young children on tasks used to assess mastery motivation among nonretarded infants was examined to determine whether retarded children were motivated to solve work on tasks that were slightly challenging

114.

Author: Seaman, Janet A.; DePauw, Karen P.

Title: The new adapted physical education.

Source: Available- University of Manitoba, D.S. Woods Education Library. Call Number- GV/445/.S4/1982. Publisher- Mayfield Publishing Company: Palo Alto, California.

Abstract: This book takes a look at adapted physical education from the developmental approach. It discusses the process of assessment of mentally retarded individuals, strategies for meeting individual needs, effective programming for the whole person, applying motor skills, and program organization..

115.

Author: Shasby,Gregory; Moon, Sherrill

Title: Improving mobility in the severely mentally retarded, physically handicapped child.

Source: American Corrective Therapy Journal; (1984) 38(4), 81-88.

Abstract: Describes the development and use of 2 unique pieces of equipment designed for 2 severely retarded, visually impaired children with cerebral palsey who had been previously unable to ambulate independently. The adapted equipment utilized the limited movement potential of each subject and resulted in a limited form of independant locomotion.

116.

Author: Sherrill, Claudine

Title: Adapted physical education and recreation: A multidisciplinary approach.

Source: Available- University of Manitoba, Faculty of Physical Education and Recreation Studies, Professor Michael Mahon, 474-8514. Publisher- William C. Brown Publishers: Dubuque, Iowa (1976).

Abstract: This book starts out discussing the history and background of adapted physical education. It then addresses the sensorimotor, cognitive, and play development of children and adolescents. Instructions for adapting activities to suit individual needs is discussed. Assessment and programming for individuals is examined for; motor performance, self-concept, leisure functioning, perceptual motor functioning, games, sports, fitness, and aquatics. The final section of the book discusses adapting physical education to meet individual needs.

117.

Author: Shivers, Jay S.

Title: Recreational leadership.

Source: Available- University of Manitoba, D.S. Woods Education Library. Call number- GV/181.4/.S54/1980. Publisher- Princeton Book Company: Princeton, New Jersey.

Abstract: This book discusses leadership and the individual. Different types of leadership roles and how they affect the group are looked into. Also addressed is leadership and group dynamics and how the two relate. Methods and techniques of how to lead specific groups are examined in the last part of the book.

118.

Author: Sim , Laura J.; Stewart, Craig

Title: The effects of video tape feedback on the standing broad jump performances of mildly and moderately mentally retarded adults.

Source: Physical Educator; (1984) 41(1), 21-29.

Abstract: Mild and moderately mentally retarded adults were presented with vidoetape recordings of standing broad jump practice to assess the effect of feedback as a teaching technique. Results indicate that videotape and extrinsic verbal feedback did not positively affect skill mastery or acquisition. Recommendations for further research are offered.

119.

Author: Singh, N.N.; Millichamp, C.J.

Title: Independent and social play among profoundly mentally retarded adults: Training, maintenance, generalization, and long-term follow-up.

Source: Journal of Applied Behavior Analysis (1987) 20(1), 23-34.

Abstract: Verbal prompting and graduated physical guidance procedures were found to substantially increase independant and social play in two interrelated experiments. Independent and social play remained in the subjects repertoire for 12 months following termination of programmed maintenance.

120.

Author: Smith, Karen Sue Moss

Title: Physical education program for autistic children.

Source: Available- University of Manitoba, D.S. Woods Education Library. Call number- GV/206/.P49/no. UO-83/136/1981 (micro fiche).

Abstract: This study developed a physical education program for autistic children based on a survey sent to 42 agencies who work with autistic children.

121.

Author: Smith, Virginia M.

Title: Aquatic remediation of communication disorders.

Source: Academic Therapy (1985) 21(2), 229-236.

Abstract: A 10-day aquatics program for learning disabled children with hand-eye coordination problems and low self-esteem is described. Activities for each session (including relaxation exercises) are listed.

122.

Author: Special Olympics, Inc.

Title: Basketball: Special Olympics sports skills instructional program.

Source: Available-Manitoba Special Olympics.

Abstract: This booklet focuses on basketball instruction for mentally retarded individuals. An initial section introduces the sport and discusses general coaching ideas. A description of warm-up activities, teaching methods and assessment measures are provided for two levels of basketball skills in the following areas; passing, catching, dribbling, shooting, rebounding, and defensive play.

123.

Author: Special Olympics, Inc.

Title: Bowling: Special Olympics sports skills instructional program.

Source: Available- Manitoba Special Olympics.

Abstract: Presented are ideas for coaching and teaching bowling skills to mentally retarded individuals. An overview introduces the sport and lists long term goals, short-term objectives, and benefits. Warm-up exercises are followed by two levels of skill instruction for rolling, grip, stance, arm swing, four step, and straight ball delivery. Skills are presented via skill analysis.

124.

Author: Special Olympics, Inc.

Title: Alpine Skiing: Special Olympics sports skills instructional program.

Source: Available- Manitoba Special Olympics. (1981).

Abstract: This guide contains the following overview of alpine skiing; long-term goals, short-term objectives, modifications and adaptations, sports skill assessment, teaching skill, skill sequence, task analysis, teaching suggestions, and recording forms. A dryland training program plus a home fitness program are reviewed, followed by discussion on 11 specific skills.

125.

Author: Special Olympics, Inc.

Title: Cross country skiing: Special Olympics sports skills instructional program.

Source: Available- Manitoba Special Olympics. (1983).

Abstract: This guide presents information on teaching cross country skiing to mentally retarded individuals. The approach uses goals, short term objectives, task analyzed activities, assessments and teaching suggestions for individualizing and integrating the sports skills instruction. Information is given on clothing, equipment, dryland training, and specific skills.

126.

Author: Special Olympics, Inc.

Title: Gymnastics: Special Olympics sports skills instructional program.

Source: Available- Manitoba Special Olympics. (1983).

Abstract: Gymnastics coaching and teaching suggestions for mentally retarded persons are presented in this guide. An overview introduces the sport and gives suggestions for teaching. A list of goals, objectives, and benefits is followed by information on necessary

127.

Author: Special Olympics, Inc.

Title: Hockey: Special Olympics sports skills instructional program.

Source: Available- Manitoba Special Olympics. (1983).

Abstract: Presents suggestions for coaching and teaching hockey skills to mentally retarded persons . An introductory section presents an overview of the sport, information on the organization of the training session, and a list of goals, objectives, and benefits.

128.

Author: Special Olympics Inc.

Title: Motor Activities Program

Source: Available- Manitoba Special Olympics Inc.

Abstract: A manual for those individuals working either in an education, sport or recreation setting with severely mentally handicapped individuals. The content includes information on task analysis, motor skill programming, leisure skills ideas, sport training tips and hints for the teacher in the classroom. This is an easily read text with a tremendous amount of practicle ideas.

129.

Author: Special Olympics Inc.

Title: Soccer: Special Olympics sports skills instructional program.

Source: Available-Manitoba Special Olympics (1983).

Abstract: This booklet describes an approach to teaching soccer skills to mentally retarded persons. An introductory section lists the goals, objectives, and benefits of this program. Specific skills in two levels of difficulty are then described in terms of task

130.

Author: Special Olympics, Inc.

Title: Softball: Special Olympics sports skills instructional program.

Source: Available- Manitoba Special Olympics. (1983).

Abstract: This guide presents suggestions for coaching softball for mentally retarded persons. An overview section provides information on teaching suggestions, followed by a list of program goals, objectives, and benefits. Sports skills assessments measure athletes' present levels of functionings within the skills needed for two levels of softball (throwing, catching, batting, base running). Additional sections deal with modifications and adaptations, teaching skills, skill sequences, and task analyses.

131.

Author: Special Olympics, Inc.

Title: Swimming and diving: Special Olympics sports skills instructional program.

Source: Available-Manitoba Special Olympics. (1983).

Abstract: This booklet addresses ways to teach mentally handicapped persons swimming and diving. Short term objectives of the program encompass warm-up, basic swimming and diving skills, safety, and good sportsmanship. The long term goals focus on acquisition of basic skills, appropriate social behavior, and functional knowledge of safety to enable participation. Teaching suggestions are given for two levels of swimming skills.

132.

Author: Special Olympics, Inc.

Title: Track and field: Special Olympics sports skills instructional program.

Source: Available- Manitoba Special Olympics. (1983).

Abstract: This booklet addresses ways to teach track and field to mentally retarded persons. An overview considers such topics as clothing, equipment, and field preparation. The acquiring of basic fundamental skills, appropriate social behavior, and functional knowledge of the rules is broken down into five short term objectives related to warm up, basic skills, rules and sportsmanship. Two levels of track and field skills are discussed.

133.

Author: The American National Red Cross

Title: Adapted Aquatics

Source: Available- University of Manitoba, Faculty of Physical Education and Recreation Studies, Professor Michael Mahon, 474-8714. Publisher- Doubleday and Company, Inc.: Garden City, New York. (1977).

Abstract: This manual describes ideas and suggestions for teaching aquatics to persons with physical or mental handicaps. The first section discusses the teaching of aquatics and various impairments and disabilities. The next section examines how to plan and organize a swimming program. The final section in the book looks at specific teaching methods through the use of movement exploration, behavior modification, and keeping fun in the teaching of aquatics.

134.

Author: U.S. Department of Health, Education, and Welfare

Title: Physical activities for impaired, disabled, and handicapped individuals.

Source: University of Manitoba, D.S. Woods Education Library. Call number- GV/445/.I546/1976.

Abstract: Describes program ideas and adaptations for various motor skills and activities such as basketball, volleyball, bowling, and soccer. It describes how to meet individual needs for these activities and skills.

135.

Author: Vannier, Mary Helen

Title: Recreation leadership

Source: Available- University of Manitoba, D.S. Woods Education Library. Call number- GV/181.4/.V36/1977. Publisher- Lea and Febriger: Philadelphia

Abstract: Discusses leadership in the area of sport and recreation. It includes sections on understanding human behavior and teaching and leading participants. Also included are program examples in areas such as sports and games, social recreation, camping, dance, arts and crafts. A section on leadership and special populations is included.

136.

Author: Wacker, David P.; Berg, Wendy K.; Moore, S.J.

Title: Increasing on-task performance of students with severe handicaps on cooperative games.

Source: Education and Training of the Mentally Retarded (1984) 19(3), 183-190.

Abstract: Two severely retarded 18-19 year old high-school students were paired with each other on age appropriate board and video games, and were subsequently paired with two peers who demonstrated higher levels of on task behavior to determine if pairing Ss on age-appropriate games would facilitate or modify Ss play behavior. Results indicate that, for both conditions, frequency of on task behavior was increased. Findings indicate that restructuring environmental conditions can facilitate the on-task behavior of adolescents with severe disabilities on cooperative leisure activities.

137.

Author: Wade, M.G.

Title: Motor skill acquisition of the mentally handicapped.

Source: Available- University of Manitoba, D.S. woods Education Library. Call number- GV/445/ .M67/1986. Publisher- Elsevier Science Publishing Company, Inc.: New York, N.Y..

Abstract: This book deals with a series of articles discussing research and theory in the area of motor control, coordination, and skill in the mentally handicapped.

138.

Author: Wambold, C.; Bailey, R.

Title: Improving the leisure time behavior of severely/ profoundly mentally retarded children through toy play.

Source: AAESPH Review; (1979) 4(3), 237-250.

Abstract: Description of procedures that were designed to promote the toy play of a group of six severely/ profoundly mentally retarded children (6 to 13 years old) in a classroom setting. The results that are presented and discussed suggest improvements in the students' toy play.

139.

Author: Warren, William E.

Title: Coaching and motivation.

Source: Available- University of Manitoba, D.S. Woods Education Library. Call number- GV/711/.W34/1983. Publisher- Prentice Hall, Inc.: Englewood Cliffs, New Jersey.

Abstract: This book takes an in-depth look at how a coach can motivating the individual athlete. It defines motivation and looks at some of the problems associated with motivating athletes. Different styles of motivation are discussed and guidelines for motivating

140.

Author: Watkinson, E.J.; Wall, A.E.

Title: The PREP play program: Play skill instruction for mentally handicapped children.

Source: Available- University of Manitoba, D.S. Woods Education Library. Call number- LC/4611/.W37/1982. Publisher- CAPHER: Ottawa, Ontario.

Abstract: This manual is designed to encourage the development of play skills of mentally handicapped children. The main feature of the Prep program is an ordered set of task-analyzed, instructional sequences designed to facilitate the assessment, selection, and teaching of culturally normative motor skills. Instructional techniques for teaching these sequences to children individually and in groups are provided.

141.

Author: Watkinson, E.J.; Wasson, D.L.

Title: The use of single-subject time-series designs in adapted physical activity.

Source: Adapted Physical Activity Quartely (1984) 1(1), 19-29.

Abstract: Describes three specific single-S time-series designs that are appropriate for use in the field of adapted physical activity to investigate the acquisition, maintenance, and generalization of motor skills when the research involves small numbers of S's. They require the collection of data before, and during or after treatment. The designs are illustrated with data from from an instructional program for young mentally handicapped children.

142.

Author: Watkinson, E. Jane; Koh, Sock Miang

Title: Heart rate response of moderately mentally handicapped children and youth on the Canada Fitness Award Adapted Endurance Run.

Source: Adapted Physical Activity Quarterly (1988) 5(3), 203-211.

Abstract: Moderately mentally handicapped children ages 10 to 12 and youths 13 and older ran the endurance run under two testing conditions. The first condition involved subjects selecting a pace for the entire race and being prompted by verbal encouragement. The second condition involved the subjects being paced by a runner and being verbally and visually prompted. Completion rates improved with the pacing protocol for both groups. Heart rates of subjects in both conditions were at vigorous to severe intensity levels throughout the runs, indicating that subjects were lacking in fitness and were preforming at or near maximal capacities.

143.

Author: Wehman, Paul

Title: Curriculum design for the severely and profoundly handicapped.

Source: Available- University of Manitoba, D.S. Woods Education Library. Call number- LC/4601/.W395. Publisher- Human Sciences Press: New York, N.Y. (1979)

Abstract: This book contains two sections of interest. One deals with recreational skill development. It discusses how to use task analysis for leisure time programs and how to develop free play skills and promote skill development. The second section discusses motor development. Outlined in this section are instructional guidelines, behavior modification techniques and sensory stimulation and patterning.

144.

Author: Wehman, Paul

Title: Helping the mentally retarded acquire play skills.

Source: Available- University of Manitoba, Faculty of Physical Education and Recreation Studies, Professor Michael Mahon, 474-8514. Publisher- Charles C. Thomas: Springfield, Illinois (1977)

Abstract: This book gives information on how behavior training methods may be applied to help promote play skills for mentally handicapped individuals. It addresses the leisure needs of mentally retarded individuals of all ages and provides program guidelines and instructional directions.

145.

Author: Wehman, Paul

Title: Recreation programming for developmentally disabled persons.

Source: Available- University of Manitoba, D.S. Woods Education Library. Call number- GV/183.5/.R4/1979. Publisher- University Park Press: Baltimore, Maryland.

Abstract: This book provides information on how to program recreation and leisure skills for developmentally disabled individuals. It starts off with ideas for developing a recreation curriculum for developmentally disabled individuals. The discussion then turns to how to develop toy play skills and programs to promote toy play. Social interaction and the role it plays with respect to recreation and the developmentally disabled is looked into. A section on teaching games and hobbies and developing programs to promote hobbies is examined, and the final section addresses the topic of music therapy.

146.

Author: Wehman, Paul; Schleien, Staurt

Title: Leisure programs for handicapped persons: Adaptations, techniques, and curriculum.

Source: Available- University of Manitoba, D.S. Woods Education Library. Call number- GV/183.5/.W43/1981. Publisher- University Park Press; Baltimore, Maryland.

Abstract: This book starts off with a description of how task analysis and skill sequencing work and how to apply them to various sports. Specific examples of how to use task analysis and skill sequencing are given using a variety of sports (basketball, jogging, swimming and weightlifting), games and hobbies.

147.

Author: Wheeler, Peter Richard

Title: A study of selected physical fitness components among institutionalized mentally retarded individuals.

Source: Available- University of Manitoba, D.S. Woods Education Library. Call number- GV/206/.P49/no.. UO-83, 157-158/1981 (micro fiche).

Abstract: The purpose of this study was to determine the differences in physical fitness among moderately and severely retarded youth participating in an organized Special Olympics program and those youth not in the Special Olympics. The study also attempts to determine whether sex and age characteristics of mentally retarded youths affected their physical fitness performance.The subjects in the study were 16-23 years of age.

148.

Author: Whitman, Thomas L.

Title: Self-instruction, individual differences, and mental retardation

Source: American Journal of Mental Deficiency (1987) 92(2), 213-223.

Abstract: A general theoretical framework to guide research on self-instructional training was presented which suggests that the approach is particularly useful to young nonretarded children and mentally retarded persons. Retarded children taught to self-instruct show better attention, memory, and motivation and manifest less impulsive behavior, maladaptive perseveration, and field dependancy.

149.

Author: Williams, Robert F.

Title: Receptivity to persons with mental retardation: A study of volunteer interest.

Source: American Journal of Mental Retardation; (1987) 92(3), 299-303.

Abstract: College students completed a series of questionnaires dealing with their personal value systems, perceptions and attitudes concerning persons with mental retardation, volunteer experience, and attitudes and beliefs regarding volunteer work with persons with mental retardation. Results showed that the importance that students placed on certain values in their personal lives was the best predictor of volunteer interest. The importance of these findings is discussed.

150.

Author: Womack, Karen King; Womak, Sid T.

Title: Adapted physical education for emotionally disturbed children and learning disabled children.

Source: 1982, EDRS Price - MF01/PC01 Plus Postage

Abstract: A review of literature on learning disabled and emotionally disturbed children is presented, focusing upon the role of the physical education teacher as a part of the educational team responsible for implementing individualized education programs. Approaches to adapting physical education programs to meet the needs of children with these particular handicaps are explored, including consideration of: (1) movement development (2) self control (3) motivation (4) self confidence (5) psychological tests (6) hyperkinetic children (7) sequential and mastery learning and (8) behavior modification, reinforcement and modeling.

151.

Author: YMCA

Title: Aquatics for special populations.

Source: Available- University of Manitoba, D.S. Woods Education Library. Call number-RM/727/.H8/A68/1987. Publisher- Human Kinetics Publisher, Inc.,Champaign, Illinois.

Abstract: This guide gives a detailed description of how to plan and implement an aquatics program for special populations. It discusses approaches to teaching, movement exploration and various games that can be used in the pool. The health and safety of participants in an aquatics program are discussed along with the topic of leadership for the programs.

APPENDIX

APPENDIX A

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